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ABSTRACT

This report summarizes the views expressed by 25 speakers and in 13 written reports at the public meeting of the Pennsylvania Council on Vocational Education. Comments are summarized on the following 13 topics: school code regulations; technical institutes; consumer and homemaking education; business education; agriculture education; students with special needs; postsecondary vocational education; professional development and certification; guidance and counseling services; competency-based curriculum; funding and reimbursements; single parent/homemaker programs; and vocational education and apprentice program coordination. The number of comments on each topic is tallied. Photographs are included. (KC)

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Public Meeting on Vocational Education

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SUMMARY

NOVEMBER 16, 1989

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Pennsylvania Council on Vocational Education

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INTRODUCTION

The Pennsylvania Council on Vocational Education (PACVE) conducted a public meeting on vocational education issues on November 16, 1989, at the Sheraton East, Harrisburg.

Twenty-five people presented comments on vocational education. Thirteen additional comments were submitted by mail. Some presenters discussed more than one issue. Approximately 50 people attended the meeting. PACVE members and staff and Pennsylvania Department of Education staff comprised the panel.

The views summarized in this document are those of the presenters and do not necessarily reflect the views of PACVE.

PACVE will utilize the information from the meeting in its evaluation of vocational education programs in Pennsylvania and in developing its recommendations to the State Board of Education, the Governor and the Secretary of Education.

School Code Regulations

In 1984, the State Board of Education revised regulations for Chapter 5 (Curriculum Requirements) and Chapter 6 (Vocational Education) of the Pennsylvania School Code. The new regulations were implemented by all school districts in September, 1985. Changes in the two chapters of regulations have produced many comments about the effects of those changes on student choices. Chapter 5 of the School Code identifies the academic requirements for graduation from high school in Pennsylvania. Chapter 6 regulates vocational education programs in comprehensive high schools and area vocational-technical schools (AVTSs). More comments were made on issues related to Chapter 5 and Chapter 6 than any other issue during the public meeting and comment period. The same concerns were repeated several times. This summary condenses the comments into several major topics, as described below.

1. Increased academic requirements placed additional pressure on students to take academic courses even though students may have little or no interest, aptitude, or the financial resources necessary to pursue a college education. These students may be counseled away from vocational education which could better prepare them for employment after graduation.

2. With increased academic requirements, students have less time in their schedules for electives and vocational courses. This not only narrows the focus of student experiences, but also creates full schedules, with few or no study periods -- an unattractive schedule to students and parents.

3. The number of students enrolled in vocational education programs has decreased rapidly. The proportion of educationally disadvantaged students has increased in vocational education programs, as more academically advantaged students have elected not to take vocational education. Therefore, the student population has declined in quantity and academic ability.

4. The work force of the 21st century will require a more highly educated individual. But the increased academic requirements have made it much more difficult in most schools for students to schedule both college preparatory courses and vocational courses, thus decreasing the number of students prepared for postsecondary vocational education baccalaureate degree programs.

David Wilderman, Assistant to the President, Pennsylvania AFL-CIO

5. Basic skill courses, including keyboarding and data processing, should be available to all students. Many colleges already expect students to be computer literate when they arrive on campus as students need these skills to complete research assignments. However, computer courses are most often considered vocational courses and academic, college-bound students are discouraged from taking these courses.

6. Requiring extra mathematics and science credits has not resulted in higher standardized test scores. Academic students who are not permitted to take accounting or business mathematics for credit are enrolling

in general or consumer mathematics rather than advanced algebra and trigonometry.

7. Increased requirements from both chapters of regulations have also made it more difficult to schedule remedial classes for students who need them.

8. Only 55 percent of Pennsylvania public high school graduates in the Spring of 1988 went on to college. Many more students than those who actually go on to college are being counseled to complete an "academics only" program.

9. The principle of local autonomy greatly affects the impact of the regulations. While all schools are governed by the same regulations, local interpretation of the regulations makes a big difference in how programs are operated. Local school conditions, such as the number of periods in a day, the number of minutes in each period, scheduling strategies and approval processes, lead to unequal application of the regulations.

Employability and job advancement in the future will require a well-educated individual, one who is flexible and able to adapt to rapid changes in technology. The more options a student has the more employable they will become. Academic and vocational education programs need to be integrated in both theory and in practice. Current conditions require that all students need an education emphasizing both academic and vocational competencies.

Technical Institutes

The concept of establishing technical institutes has existed for several years. The State funding needed to establish and operate them has never been allocated and regulations for their establishment and operation have never been adopted. As proposed, the institutes would provide postsecondary and adult vocational education programs. In areas of Pennsylvania where geographical isolation discourages attendance at a community college or a university branch campus, an AVTS could serve as a technical institute.

Reactions to this alternative were mixed at the public meeting. While some vocational directors and teachers presented comments supporting the institutes and the AVTS designation, others, such as Richard Dumaresq, Executive Director of the Pennsylvania Association of Private School Administrators, Inc., stated that technical institutes would be too expensive, administratively complicated and provide duplication of services already available.

PACVE Members (L to R) Harry Plummer, Tom O'Brien, Ken Gray, Andree Phillips, Glenn Schaeffer, Fred Kerr, Paul Sammartino

Consumer and Homemaking Education

The number one priority for Consumer and Homemaking Education is to have a full-time person appointed to the Department of Education to provide leadership and support to Home Economics programs and professionals. Vacant for three years, the visibility and direction this position can contribute to the education of tomorrow's family members is of paramount importance. While most presenters suggested that appointment of an individual to this

position would solve many problems, professionals within the field also encouraged their counterparts to resolve local problems on the local level. Teachers need to develop support from colleagues, administrators, parents and perhaps even the students themselves to do what is necessary to improve the opportunities and the outcomes for Home Economics programs.

The mission of Home Economics is changing to meet the changing needs of the family. As with other curriculum areas, science and technology are having an impact on Home Economics. Vocational skills that often stereotype Home Economics are but a small facet of what Home Economics really is today.

Dr. Ruth Browning, Professor and Chairperson of the Home Economics Education Department, Indiana University of Pennsylvania, testified that, "Research is providing increasing evidence that the quality of family life has a direct impact on productivity on the job. Yet in Pennsylvania we continue to function as though work and family have no relationship to each other." Hilary Zubritzky, Immediate Past President of the Pennsylvania Home Economics Association (PHEA), said, "...the very survival of the family unit is at risk. In preparing students for specific job skills, it is vital that they be taught the ramifications of a job and employment and what effect it has on the individual and the family....This is especially critical as job and employment situations are changing the character of the family."

Presenters and audience

While identifying the student of the future, Dr. Samuel Curtis, Head of the Department of Agricultural and Extension Education, College of Agriculture, Pennsylvania State University, identified the following characteristics of the graduation class of 2000. These students entered kindergarten in the Fall of 1987.

- One of every five children lives in a single parent home; half of those come from families that have an income of less than $10,000 per year.

- Almost half of these students live in homes where the parents will divorce or separate before the child is 18.

- Twelve percent were born to unwed -- half to teenage -- mothers.

- Up to 80 percent are or will be "latch key" children by the time they are ready to enroll in vocational classes.

- If current trends continue, 40 percent of the females in this group will become pregnant as teenagers. Less than 50 percent of teen mothers graduate from high school, while teen fathers are 40 percent less likely to graduate.

- Even today, 30 percent of all high school seniors consume alcohol once a week. One can only speculate about the class of the year 2000.

Dr. Curtis added, "As the labor market is changing, so also is the clientele. Youth in schools, if present trends are any indication, will be quite different from those of today. A growing proportion will be poor, nonwhite, of limited English proficiency, and from broken homes. The typical American family, a father who works and supports the family, a mother at home who nurtures the family and two or more children, now represents only four percent of the families in the United States."

"Home Economics Education is the discipline which focuses on the promotion of family well-being," wrote Dr. Susan F. Weis, Professor-in-Charge, Home Economics Education and the Intercollege Program in Vocational Education, Pennsylvania State University. "Courses offered in Home Economics can help students develop strong family survival skills. Through courses in human development, family living, family economics and home management, students can learn about adult roles, responsibilities, and relationships. Just as job skills must be taught in order to succeed in an occupation, so should family living and related skills be taught to help people become successful family members. How much better it would be for this education to take place for prevention of problems, than for so many adults and their children to need the services of countless physicians and counselors to remedy the mistakes already made."

Hal Nachman, Bensalem School Board

Business Education

Business education has experienced one of the largest decreases in vocational education student enrollments in recent years. Much of this decline is attributed to increased academic requirements for graduation and the decision of school districts not to approve the substitution of vocational education courses for academic credit. This decline occurs as employers lament the declining pool of productive employees. While some individuals interpret the search for excellence in education to mean requiring more academic credits for graduation and preparation for college, employers are searching more than ever for well-trained, productive employees.

Small businesses, many with 20 or less employees, are the foundation of business in Pennsylvania. Small business employers want employees who possess basic business skills, know how to operate office equipment, and can solve problems and make decisions independently. Students need a balanced curriculum of both academic and vocational education classes. Even college students are expected to enter as freshmen with computer and data processing skills. Because many school districts limit these classes to vocational education students, college freshmen will start their higher education program at a disadvantage, lacking the basic skills necessary for completion of independent research assignments.

Robert Gasswint, Teacher and Chair of the Business Education Department at Mechanicsburg Senior High School, stated his concern for the educationally disadvantaged student who is guided into a college preparatory program. He said, "...the student is not really successful because he/she is getting a watered-down version of the courses...and most may start college only to drop out very early. What happens to them? They go on to a business school to get the training we should have given them in high school." He also pointed out the importance of "...keyboarding, data processing, accounting, shorthand and transcription as core courses for any and all students as part of the (high school) graduation requirements." Gasswint noted that another business teacher in the same school "...teaches 95 percent of his classes on a networked computer system. He has worked for the past four years learning new technology to teach the students. They will use this information whether they go to college or enter the world of work."

Fred L. Fox, Director of Employee Relations of the Pennsylvania Chamber of Busi-

ness and Industry, suggested that vocational educators need to deal with the negative image that only educationally disadvantaged students should take vocational programs. Fox went on to say, "We should make sure parents understand that vocational-technical education is an alternate choice of equal merit, not a second choice to be considered only if a student is not succeeding in the academic curriculum."

Current statistics indicate there are approximately 240,000 businesses in Pennsylvania. Ninety-eight percent of these businesses have 100 employees or less. Ninety-five percent have less than 20 employees. These employers are small independent business owners who cannot afford to spend a lot of time and money training their employees. As the economy continues to change from one of heavy industry and manufacturing to one of information and service, the need for skilled information processing graduates to fill positions in business, industry and government continues to grow. Business education programs are the key to supporting small business in Pennsylvania.

Agriculture Education

Agriculture, the State's leading industry, ranks first in the amount of income it generates and the number of people it employs. Agriculture depends on a qualified work force as its primary resource.

The agriculture industry employs 20 percent of the State's work force and is rapidly becoming a high technology field requiring practical applications of science and mathematics. Not only are present demands for qualified agricultural workers exceeding the available pool, but emerging jobs in related areas such as landscaping and hardwoods production may go unfilled. Recent changes in the structure and scheduling of vocational agriculture programs have limited the number and academic success of vocational agriculture students.

Changes to Chapters 5 and 6 Regulations have resulted in a loss of flexibility and accessibility for students to choose vocational agriculture as an option. Increased graduation requirements have made it difficult for students to schedule both college preparatory and vocational education courses. As a result, many students remain in a strictly academic program and do not pursue vocational agriculture. Educationally disadvantaged students are choosing agriculture without intending to pursue higher education. The technology required to successfully compete in agriculture today and in the future requires postsecondary and adult education. While enrollments are declining in all vocational education programs, the decline is perhaps most acute in vocational agriculture.

Dr. Samuel Curtis, Head, Department of Agricultural and Extension Education, College of Agriculture, The Pennsylvania State University

Dr. Samuel Curtis, Head of the Department of Agriculture and Extension Education in the College of Agriculture at The Pennsylvania State University, expressed his concern. He said, "A qualified labor force for agriculture is an increasingly scarce resource ... The labor market of the 21st century will require a better educated individual in the workplace. Students in agriculture should also be taking the academic courses to prepare them for the postsecondary and baccalaureate options needed for the future."

In addition to the need for flexibility in scheduling academics and vocational classes, Dr. Curtis also cited a need to "...change the curricular philosophy where the science and technology of a cluster of occupations determine the content and form the basis for instruction. This philosophic change is required if we are to meet the work force challenge of the future." His recommendation for curriculum renewal in agriculture science addresses not only entry-level competencies, but also advancement in an occupation.

Another recommendation based on the changing technology of agriculture was presented by Frederick Bohn, President of the Pennsylvania Young Farmer's Association, and Ronald J. Althoff, a teacher of Agriculture at Solanco High School. Both submitted comments addressing the need for adult farmer education. As the technology of agriculture improves and continues to grow rapidly, adult young farmers are using computerized information networks to increase the efficiency and productivity of their farms. Increased awareness of environmental problems and land management practices requires a commitment from local education agencies to provide a continuous flow of updated, technological information to those in production agriculture and related businesses. Presenters stressed the need for on-site technical assistance from local educational resources and suggested that the Pennsylvania Department of Education should be responsible for providing these resources.

Presenters and PACVE Members

Students With Special Needs

The number of disadvantaged and handicapped students enrolled in vocational education has not increased significantly in the last five years. However, as a result of declining enrollments, disadvantaged and handicapped students now represent a larger percentage of the total vocational student population. As funds and other resources fail to grow to meet needs, there is concern about providing the additional support services needed for these students to succeed in a mainstreamed vocational education program.

Whether the student has a specific physical handicap or is a student with a learning disability, the support services needed include the following:

- evaluation and assessment services to determine placement in an appropriate vocational education program;
- unconditional cooperation among counselors, regular classroom teachers and vocational teachers;
- remedial instruction in basic skills. As this help is not usually available in the vocational education classroom, additional services or classroom aides may be needed.
- consideration should be given to the number of students in a classroom, especially when students with special needs are present. Although students with special needs may not require remedial instruction, these students may be more comfortable with extra supervision to assist them in completing assignments or working with equipment, and may need time for interaction with their peers.

Postsecondary Vocational Education

Elwood A. Shoemaker, Executive Director of the Commission for Community Colleges, noted that, "... more of the policymakers in the area of vocational education are now beginning to agree with a position that we (the Commission) took years ago -- namely, that the real action in vocational education is at the postsecondary level." The Commission is pleased with progress, such as changes in staff in the Bureau of Vocational and Adult Education, deliberations of the State Board for Vocational Education, and the meetings and discussions of PACVE. Other improvements identified were increased involvement of representatives of the community colleges on task forces and committees and in early discussions of key issues.

There are large, mostly rural areas in the State where there is little or no postsecondary occupational education. The Commission suggested that one way to remedy this situation is to establish off-campus centers of the existing community colleges. This idea is being implemented by a number of community colleges in Pennsylvania. The centers can be established quickly and inexpensively. Existing area vocational technical schools could be utilized as centers. Administrative overhead would be minimal with accreditation handled through the community college. Programs needed in the area could be established and operating quickly.

The Commission also cited the need for additional leadership from the Department of Education through increased emphasis on articulation, cooperative program planning, and better utilization of available resources. Cooperation would be further enhanced with the "2+2" or "Tech-Prep" program. Remaining current with technology that requires updating equipment before schools can purchase and implement it needs a solution other than more funding for equipment. The "2+2" program may have some viable alternatives to consider. Employers who resort to contracting with private providers instead of utilizing the Customized Job Training alternative need to consider updated equipment in their decision making.

Professional Development and Teacher Certification

Teachers, administrators and representatives of professional associations suggested that the existing certification system for vocational education teachers is, at best, unfair and inadequate. Vocational education teachers caught in the middle of changing requirements during the last three years have been especially frustrated and discouraged.

In the past, one of the strengths of vocational education was the recruitment of teachers directly from business and industry. In an attempt to assure a high caliber teacher in the classroom, teacher certification requirements were increased and made more stringent. However, additional requirements did not necessarily improve the process or the product. The basis problem still remains. A more equitable system of certification for vocational education teachers should be established to give vocational education teachers equal status with general education teachers. Vocational teachers, with years of experience in business and industry, bring with them professional experiences unattainable by any other method. Their

PACVE Members (L to R) Rosanne Blackburn, Ken Gray, Andree Phillips; Jacqueline Cullen, Director, Bureau of Vocational and Adult Education; and PACVE Members Paul Sammartino and Fred Kerr

certification needs are different from those for general education teachers, but professional standards demand completion of certain degree requirements. An AVTS director suggested that modifications be made in Chapter 49 (Certification of Professional Personnel) Regulations to provide adequate time to complete degree requirements. Presenters also proposed a dual certification system which would include separate requirements for individuals entering teaching from the private sector and those entering from a collegiate background.

Guidance and Counseling Services

All students should receive some counseling and advice on career and higher education opportunities available to them. Factors that determine the range of choices include academic ability, local graduation requirements, course offerings, results of vocational and interest testing, and student financial resources. Students and their parents decide which program to follow, but their decision is limited by the options available and the information provided.

Current high school graduation requirements strongly encourage college-bound students to take only academic courses. With limited time in their schedules for elective or vocational courses, these students graduate with few practical skills which could help them obtain acceptable employment after graduation. If circumstances change, and these students do not go to college or decide not to finish college, they may be unable to find skilled employment because they lack the appropriate training or technical skills.

William Henry, Bethlehem AVTS and President, Pennsylvania Vocational Association

Vocational education teachers and administrators suggested that school counselors place too much emphasis on a strict academic high school program. Consequently, many students are not aware of vocational program options. The increased graduation requirements of Chapters 5 and 6 regulations may present difficult choices for students. Some students may choose vocational education because of interest and abilities, while others may choose it because of academic or financial constraints, knowing that postsecondary education is not available to them. However, many students are discouraged from taking vocational education courses because counselors suggest that they should prepare for college, whether or not the student has a commitment to do so. These students are denied a technical education that could better prepare them for a job after graduation.

Counselors need to help students evaluate themselves, develop educational goals and plan a school schedule that will assist them in meeting those goals. Classifying students as college-bound or not college-bound, places limitations on an educational system intended to meet the needs of the individual.

Competency-Based Curriculum

Vocational education curriculums are based on a series of competencies that professionals in a given field determine necessary to successfully perform a given task. Therefore, the student is considered competent when he/she can successfully complete the tasks for a given job. These tasks may require academic skill or the operation of equipment or the use of tools.

Sharon Darby, Student, Pennsylvania College of Technology

A major concern with curriculum content is the need to keep competencies updated. Rapid changes in science and technology directly affect the tasks that need to be performed for any given job as well as how those tasks are performed. To prepare a work force for the future, vocational education curriculums should include the development of basic problem-solving and critical thinking skills and knowledge of the technology in a specific field.

Some presenters suggested eliminating the constraints of minimum hours requirements for competency-based classes because actual measure of performance is successful completion of a task, not the length of time required to learn to do it successfully. Other comments suggested that the minimum hour requirements should be retained to ensure that adequate instruction time is provided.

Funding and Reimbursements

Vocational education programs in Pennsylvania receive operating funds from the Federal and State government as well as from local school districts. Due to the complicated fiscal procedures used to disseminate these funds, any changes, other than simply adding more funds for distribution, must be carefully considered for the impact on facilities, students and programs.

Two specific concerns were identified as requiring immediate attention. First, there appear to be few circumstances where funding for a student's program is split between the academic and vocational sources. Thus, students who enroll in one or two vocational courses within an academic program are recorded as only academic students. Therefore, the vocational program receives no additional reimbursement toward the cost of educating that student. A cost effectiveness calculation for this program may be interpreted to mean that the vocational program is not providing sufficient service for the cost. This interpretation is inaccurate when indeed service was delivered to a student. The service did not count toward vocational education. Thus the academic program receives full reimbursement for services not totally provided by its own system.

A second concern is the lack of adequate reimbursement for adults enrolled in vocational education courses. If an adult is enrolled in day or evening classes, almost the full cost of the program is borne by the adult student. Some employers may make provisions to reimburse their employees for the expense, but this does not appear to be happening on a large scale. Many adults enroll in these programs on their own initiative and at their own expense. Consideration should be given to providing an incentive to adults and/or employers by using State and/or Federal funds to support a larger portion of this cost.

Concern was also expressed for the lack of increased funding to vocational education, especially from State funds, when a shortage of skilled workers exists for many employers in Pennsylvania. The director of the Reading-Muhlenberg AVTS, Harold E. Rood, commented on his experience with a team of 22 Japanese educators who visited the school last fall. While the Japanese were ..."astounded to see the technology and training made available to secondary students, ...they were shocked to

learn of cutbacks in funding for vocational education at this critical time of skill shortages." If additional funds are not forthcoming, it will be increasingly difficult to provide adequate and appropriate training for local job markets, much less a national economy.

Single Parent/Homemaker Programs

Program staff and clients submitted comments in support of Single Parent and Homemaker programs. The program clients are most often jobless, the head-of-household, 25-34 years of age, possess a General Education Diploma or high school diploma, and receive a monthly income of less than $450. The Single Parent/Homemaker programs provide empathetic staff who listen, counsel, and refer clients to appropriate services.

One of these clients eloquently described her personal success. In 1987, the individual found herself abandoned, with the youngest of her four children and an adopted infant granddaughter to raise. She had no alternative but to apply for welfare. Through the REACH (Regional Efforts to Aid Clinton County Homemakers) single parent/homemaker program she received the following services: mental health counseling for herself; medical assistance for her hyperactive granddaughter; welfare support while she attended REACH classes and enrollment in a machinist training program at Williamsport Area Community College (Pennsylvania College of Technology). She has maintained a 3.5 grade average. When she graduates in May, 1990, she will be qualified for machinist jobs paying $8 to $10 per hour. No longer willing to be permanently satisfied with "...just a factory job..." she, "wants a job in programming and operations."

The presenter commented: "The REACH program spent about $2000 to help me complete my machinist training. That sounds like a lot of money. But if I had to stay on welfare for the next 15 years, until my granddaughter is grown, it would cost the taxpayers more than $90,000. I want to say that the $2000 was a pretty good investment. For the next 15 years I plan to be working as a machinist and paying taxes, not collecting welfare."

Joseph Hersh, State Director, U.S. Department of Labor Bureau of Apprenticeship and Training

Vocational Education and Apprenticeship Program Coordination

The State Director of the U. S. Department of Labor, Bureau of Apprenticeship and Training, Joseph T. Hersh, testified about the need for a formal, coordinated effort to link the apprenticeship program and the local vocational schools. Such efforts are taking place in many parts of the Commonwealth. Perkins Act funds are being used for apprenticeship related instruction courses, and programs involving cooperative preapprenticeship and adult education have been linked with local apprenticeship councils. This linkage will provide the training prepare the employees needed to move the State's economy into the 21st century.

Other states are developing this linkage on a larger scale and are having great success with it. Funds can be appropriated through the Perkins Act, the State's general fund, a state budget line item or other state vocational education monies. Although the apprenticeship system and local vocational-technical schools have

traditionally worked very closely over the years, many parts of the State now face increasing shortages in the skilled trades and dwindling enrollments in secondary vocational programs. A State linkage plan can help meet the increased technical skills needed by Pennsylvania employers.

There are more than 14,000 registered apprentices training in the 2,200 registered programs sponsored by large and small employers throughout the Commonwealth.

PACVE Panel Members

Highlights from Other Comments

Speakers at the public meeting discussed a wide variety of topics. A number of topics mentioned briefly are identified below.

* Approximately 60 percent of vocational education classes are provided in comprehensive high schools. State regulations affecting planning and scheduling need to consider the administrative differences of these schools. Some regulations may place schools in the same district in competition with each other for students and funding.

* Vocational education students need to learn basic reading and writing skills before they enter a vocational education program. Remedial help should be provided to students who need it.

* Self-esteem is important to student success in academic and vocational programs.

* Employers need employees who have good problem-solving and analytical skills. Regardless of the subject area, all curriculums should include activities to strengthen these skills.

* A statewide public awareness campaign is needed to promote a positive image of vocational education. The campaign should be directed to potential students and their parents, employers, and the general public.

* Vocational schools should not be held accountable for the number of students successfully placed in jobs, when high schools are not held accountable for students graduated and accepted by colleges.

* Labor market and career information should be taught beginning in the elementary grades to build student awareness of economics and job training.

A number of comments were made about the recommendations presented in the report, A New Agenda for Vocational-Technical Education, prepared by the Center on Education and Training for Employment, Ohio State University. The report was prepared pursuant to a contract with the Pennsylvania Department of Education. Designed to help Pennsylvania plan for future educational needs, the report concluded with 16 recommendations for educational leadership in the State. Comments at the public meeting both supported and opposed these recommendations. Recommendations mentioned include the following:

- Need for regional governance

- Appointment of a Commissioner of Vocational-Technical Education
- Restructuring of existing regional offices
- Promotion of State Board of Education advocacy plan for Vocational Education
- Development of a clear statement of purpose for Vocational-Technical Education
- Statewide public information campaign for Vocational-Technical Education
- Creation of Technical Institutes for postsecondary and adult training
- Development of interdisciplinary curriccurriculum for integration of academic and vocational education

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VIEWS PRESENTED AT THE PUBLIC MEETING

The table below identifies the number of comments addressed to particular issues at the 1989 Public Meeting

Effects of Chapter 5 and 6 Regulations	19
Integration of Academic and Vocational Programs	9
Technical Institutes	7
Declining Enrollments	6
Staffing Limitations in PDE (Business, Home Economics, Agriculture)	6
Home Economics Curriculum (Mission)	6
Business Education	6
Agriculture Education	5
Special Needs Students	5
Advisory Committees	5
Postsecondary Education/Articulation	4
Perkins Act Funding Guidelines	4
State Funding Limitations	4
Promotion/Marketing of Vocational Education	4
Professional Development and Certification	4
Guidance/Counseling Programs	4
Minimum Hours Requirement and Competency-Based Curriculum	4
Appointment of Commissioner for Vocational-Technical Education	3
Long-Range Plan for Vocational-Technical Education	3
Ohio State Report Recommendations	3
Class Size	3
Single Parent/Homemaker Programs	3
Vocational Education-Apprenticeship Coordination	2
Acquisition of Equipment	2
Integration of Secondary/Adult Programs	2
Development of Problem-Solving/Analytical Skills	2

*An issue was counted as "discussed" if it was mentioned in the course of testimony. No attempt is made to distinguish between the length or depth of discussed issues, or the weight given to an issue within an individual's testimony. Therefore, caution should be used when attempting to determine the relative importance of issues by the number of times an issue was addressed in the public meeting.

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